

# CONTINUANCE MAGAZINE

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VOL. 20: NOS. 3 & 4

SPRING/SUMMER 2006

Knowledge and Understanding Passing from Generation to Generation

*Aging*  
is an  
*Asset*

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## CONTINUANCE MAGAZINE

Spring/Summer 2006

Vol. 20: Nos. 3 & 4

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Illinois Board of Higher Education

*"Knowledge and Understanding Passing From  
Generation to Generation"*

*Continuance* is a publication of the Intergenerational Initiative, a coalition of educators, retirees, and intergenerational organizations with the following goals:

- to foster communication and contact between generations and cultures
- to enrich the educational experience through lifelong service and learning
- to encourage creative thinking and approaches to solve the challenges of education
- to publicize the stories about younger and older generations

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### About the Cover

Aging is an Asset highlights the importance of retirees to education. In the spirit of the Harvard study, *Reinventing Aging*, this new movement, set in motion by the Illinois Board of Higher Education seeks to recognize, value, and benefit from the talents, experience, and presence of the most-educated, active, healthy, long-lived, and largest population of retirees in America's history.

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# Commentary

## From red uniforms to connecting generations

Jane Angelis, Editor

Once upon a time, I was a student nurse. On the last day before graduation, I learned a lasting lesson about expectations and the assets of aging.

Our class of 33 had always tried to leave defining marks for those who would follow, so it wasn't a surprise to anyone when we decided to dye our white pinafores red for the last day of work. It was great fun, and even those a little reluctant to get involved in some of our other shenanigans thought this was a great way to say good-bye.

Early on our last day, we donned our red pinafores and arrived at our respective nurses' stations to the raised eyebrows of our head nurses and the smiles of the doctors and patients. There was an aura of inclusiveness throughout the hospital; everyone seemed caught up in our departing prank. We were just about ready to pat ourselves on the back when a call hit all the nurses' stations; "Senior student nurses please report to Mother Superior's office."

We hustled off to Mother Superior's office and gathered around her desk. She looked at us sternly and said, "Look at you. Is this a professional way to go to work?" And then she quickly followed, "Who is responsible for

this?" Everyone looked down. "Let me see your hands," was her next request. We put our hands out, and there were three of us with red hands. Darn leaky rubber gloves. Caught again!

Mother Superior asked everyone to return to their dorms, change their uniforms, and get back to work . . . except the three of us. When the others had gone, she said, "Close the door." I closed my eyes and backed against the door, slowly closing it, with unthinkable thoughts flashing through my mind. "Is this the end?" I was just suspended for hitchhiking home for Mother's Day. Now what will happen?

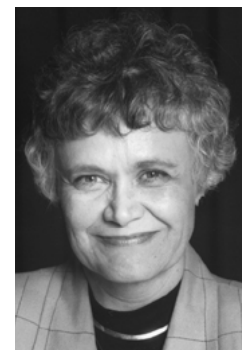
Then I heard this funny noise. It sounded like laughing. I opened my eyes to see a big smile. Mother Superior chuckled as she said: "You have been the ringleaders for mischief over the last three years, but this one is the best." She paused. "Now listen to me carefully! As of today, I expect you to channel those talents to more productive purposes. Do something for the greater good of the world. Then she gave us that look and said, "Don't let me down."

Now, 40 years later, I continue to benefit from that momentous advice given to me by Mother Superior, a wise elder who used the assets of age and the took

responsibility for preparing the next generation. She provided high expectations for leadership with a heavy dose of humor.

In this issue of *Continuance*, you will be challenged to think about aging as an asset beginning with Daniel Yankelovich and continuing with stories about younger generations and the gifts of their elders; about the people who kept our leaders on the straight and narrow; and about Generations Connect.

Last November, during the Senator Forum on Intergenerational Leadership, younger and older generations voiced their need for more contact and opportunities for discussion. That recommendation will happen thanks to the university and community college presidents and chancellors, who are sponsoring Generations Connect campus forums in August and September. The purpose is to pull generations together, give them a chance to learn from one another, and consider a future where humor and laughter bring sage advice and where aging is an asset.



Jane Angelis, Editor

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# The Genesis of the *Aging is an Asset* Project

A new movement called Aging is an Asset highlights the importance of retirees to education. It is a win/win effort to make significant gains for education and for retirees.

*November 1, 2005*

The Senate Forum on Intergenerational Leadership was convened by Senate President Emil Jones Jr. and attended by 95 retirees, students, and community citizens. The key recommendation was that younger and older generations want more contact.

*December 19, 2005*

Meeting of P-20 education and aging leaders was hosted by the Illinois Board of Higher Education in cooperation with the Illinois Community College Board, the Illinois State Board of Education, education leaders, and the Intergenerational Initiative. The discussions reinforced the value of retirees to education and to the economic health of Illinois. The Illinois Association of School Administrators agreed to conduct a survey of schools to gather baseline data on how volunteer programs are organized and schools utilize the talents of retirees.



L to R: Richard Rook, reg. dir. SCORE (Service Corps of Retired Executives); Randy Dunn, State Superintendent; Karen Hunter Anderson, sen. dir., ICCB; John Erwin, president, Illinois Central College (representing the Council of Community College Presidents); Walt Warfield, exec. dir., IL Assoc. of School Administrators; Michael Johnson, exec. dir., IL Assoc. of School Boards; Matt Wescott, Illinois Dept. on Aging; Michael Monnohan, exec. dir., IL Assoc. of Community College Trustees; Don Naylor, exec. dir., State University Annuitants Association; Judy Erwin, exec. dir., IL Board of Higher Education; Not pictured; Chancellor Richard Ringeisen, (representing University Presidents Council); Jo Anderson, exec. dir., IL Education Assoc.; Raymond Mackey, exec. dir., IL Federation of Teachers; Gail Weinrich, Illinois dir. SCORE; Kathleen Plesko SIUC (representing IBHE Disabilities Advisory Group), Terry Nunn, dep. dir., IBHE; Seymour Bryson, assoc. chanc., SIUC; Gary Alexander, dep. dir., IBHE; and Jane Angelis, dir. Intergenerational Initiative, SIUC

*February 27, 2006*

Meeting with a focus on lifelong learning--what retirees can do for education and what education can do for retirees. A study called the Joys of Retirement will provide more information on the activities of retirement for retirees from higher education. Also see page 29.



*Attending in Springfield:* L to R: Seymour Bryson (SIUC), Gary Alexander (IBHE), Anita Revelle (ISU and Chair of Lifelong), Mabel Hayes (John Logan), Geoff Obrzut (ICCB), Karen Hunter Anderson (ICCB), Harry Sinclair (Bradley), Back Row: Terry Nunn (IBHE), Sherry Berg and Krisa Creech (Sandberg), and Kenny Carrigan (Bradley). Not pictured: Judy Erwin (IBHE) Richard Rook and N. Gail Weinrich (SCORE), Cheryl Barber (UIUC), Kathleen Plesko (SIUC), Preston Morgan (ICCB), John Gebhardt and Sherry Sparks (John Wood), Jan Simon (Parkland), Lori Ragland and Sue Tomlin (Rend Lake), Linda Dawson (IL Assoc. of Schools Boards), John Favorita (Spoon River), Jeffrey McNaught (Illinois Central), and Jane Angelis.

*Attending via conference call from the College of Dupage:* Dr Michael Perez (DuPage), Mike Shore (Highland), Dee Abbate and Laura Rovang (Coll. Lake Cty), Sherrie Kirmse (Harper), Margaret Plaskas (Wauboonsee), Robert Evans (Truman), Donna Keene (Oakton), Kay Frey (Triton) and Melissa Stutz (McHenry)



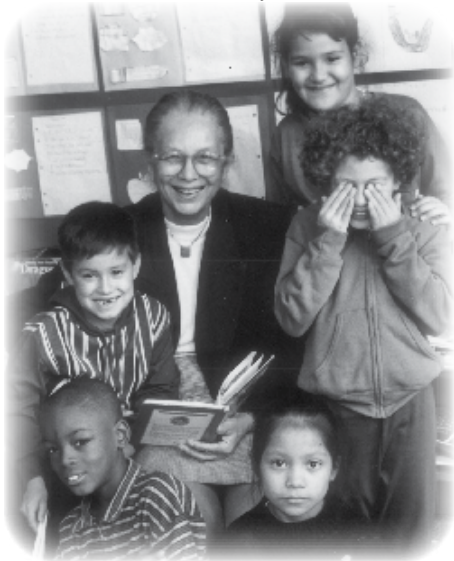
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# Aging is an Asset

*for youth service*



*for education*



*for civic life*



*for younger generations*



*for world understanding*



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# an Asset ... for Higher Education



*"While life expectancy in the United States in 1900 was a mere 47 years, people in the 21st century are expected to live to be almost 90—a whopping extra 40 years of life. Hardly any facet of our existence will be unaffected by that sweeping change."*

## Ferment and Change: Higher Education in 2015

Daniel Yankelovich

What will higher education look like 10 years from now if it is highly responsive to the demands of society? What external forces will reshape colleges and universities by 2015, if allowed to do so? What forms might the changes assume? Realistically speaking, higher education may not be very responsive to the larger society over the next decade. It has too many constituencies to satisfy, too many

traditions, too many constraints weighing on it to lend it the flexibility—or the political will—to adapt rapidly to the outside world. Nevertheless, the questions should be considered because they raise the sorts of issues, opportunities, and challenges that college leaders must confront now and in the future.

Five trends, if they encounter little friction or resistance, will radically transform higher education in the coming years. Those five trends, converging with one another, are certainly not the only forces pressuring colleges. But unlike some of the others—such as the impact of technology on teaching and research—they are not yet receiving ample attention.

And, taken together, they pose an enormous challenge that, if neglected, will mean serious trouble for higher education and the United States. Conversely, the more effectively colleges respond to such trends, the better off they and our nation will be.

**Trend 1: Changing life cycles as our nation's population ages.** The demographic facts are familiar, but quite dramatic: While life expectancy in the United States in 1900 was a mere 47 years, people in the 21st century are expected to live to be almost 90—a whopping extra 40 years of life. Hardly any facet of our existence will be unaffected by that sweeping change.

To understand its impact on higher education, we must look at what living longer portends for different stages of the life cycle. The phrase “our aging population” conjures up images of vast numbers of old people, without highlighting the effect of greater longevity on people of other ages.

We know, for example, that when life expectancy was short, children moved to adult responsibilities without prolonged adolescence. In the 1950s it was expected that marriage, child raising, and jobs and careers would take place quickly after age 21, and that retirement and old age would occur by age 65. Today, with so many more years of life to juggle, we are prolonging the younger life stages and adding new ones at the older end.

**O**f particular relevance to colleges is the stage between the ages of 18 and 30. The old pattern of attending college from 18 to 22 and then going directly to a job, career, marriage, child rearing, and “settling down” is evaporating before our eyes. Students are stretching out their higher education. Three-quarters of today’s college students are nontraditional in some way—they delay enrollment after high school, attend college part time, or are considered financially independent. Many are already working, and more than a quarter are parents.

We are rapidly moving away from the rigid sequencing and separation of schooling and jobs toward a new pattern in which higher education spreads out over about a 12-year period and is more closely integrated with work. This is not just prolonged adolescence. It is in many ways a new phase of life, in which young people experiment with relationships and career choices to find the best fit with their practical needs and with their self-expressive goals. They are not ready to settle down until their 30s, to the bewilderment of many parents.

***Potentially, the existence of millions of well-heeled and eager older Americans who hunger for the illumination that they believe higher education holds for them is like manna from heaven***

It is difficult for young people to make sound career-life choices without testing them in the “real world” of practical experience. Our culture provides ample opportunities to test choices—what to buy, where to live, and even sexual-mating choices. But the long-established practice of sequencing education first and work later forces young people to make fateful life choices before they are equipped to do so, or worse, to postpone making them until it is too late.

Employers and colleges are

not designed to accommodate the longer life stage between adolescence and settling down, especially in light of the ever-changing character of today’s knowledge economy. Preparation for work is now divided between “education,” the task assigned to schools and colleges, and “training,” the task assigned to the workplace or to professional trainers. Yet that distinction is often artificial and inefficient. A great deal of training goes on in education, but it is poorly done because it is divorced from the workplace, and a great deal of education goes into training that is also poorly done because it is divorced from colleges. If higher education were totally responsive to the demands of the larger society, in 10 years we would see many more efforts to integrate higher education, training, and work.

A second life stage that higher education should also deal with, and one that can potentially help solve some of its fiscal and faculty problems, is that of people from ages 55 to 75. That stage was previously split between work and retirement. Yet today many Americans are stopping work earlier in life and changing the definition of retirement. Retirement—and especially early retirement—no longer means total withdrawal from work but rather an opportunity to find forms of fulfillment that one’s job did not provide. Older adults are looking



for personal fulfillment and the chance to “give something back.” They look beyond their jobs while still in reasonably good health, with mortgages paid off and empty nests in view. As they seek to build bridges to new life opportunities, many turn to higher education. For some older Americans, it is nostalgia for their college years that attracts them. For others, it is the chance to overcome a perceived deficit in their education. People who concentrated on one field—say, engineering or premed—want to make up for what they missed.

College development offices are well aware of that unsatisfied appetite and point to a variety of “extension” programs, designed in part to win the financial support of their larger communities. But by and large, the two parties—the retirees or early retirees and the higher-education institutions—have not yet connected in ways that meet the needs of either side. For example, the typical undergraduate curriculum is a poor fit for older Americans, and the graduate curriculum is an even poorer one. So are the organization and timing of courses, the credit system, and virtually every aspect of higher education that is now geared to young people at the start of their work lives rather than those nearing the end.

To expand its outreach, higher

education will want to strengthen existing programs for the growing numbers of adults who wish to add new areas of competence. Colleges have a strong economic incentive to be more creative over the next decade in matching the needs of older adults with more-suitable materials and more-convenient timetables. If they don’t seize the opportunity, they risk losing a significant new source of revenues.

Moreover, the opportunities for higher education are not merely financial; they engage its deepest values. Many faculty members are ambivalent about the practical job-related purposes they serve. They recognize that most young people come to their institutions to develop the skills and credentials that will permit them to make a good living. But many professors hate the idea because it diminishes their calling. Their self-image rejects any “vocational” connotation. Scholars in the humanities and social sciences are particularly discomfited. Because the practical relevance of their fields is sometimes in question, their own role and future in higher education have become problematic.

Potentially, the existence of millions of well-heeled and eager older Americans who hunger for the illumination that they believe higher education holds for them is like manna from

heaven. If faculty members learn how to respond to those desires properly. One can envision that, by 2015, historians, sociologists, philosophers, and literature professors could be gaining immense personal gratification, as well as remuneration, by dividing their time between teaching young people and engaging in dialogue with older students who bring their own rich life experience to bear.

The other trends are:

**Trend 2: America’s growing vulnerability in science and technology.**

**Trend 3: The need to understand other cultures and languages.**

**Trend 4: Increasing challenges to higher education’s commitment to social mobility.**

**Trend 5: Public support for other ways of knowing.**

Read about the five trends in the *Chronicle of Higher Education* November 25, 2005  
<http://chronicle.com>  
 Section: The Chronicle Review  
 Volume 52, Issue 14, Page B6

*Daniel Yankelovich is founder and chairman of three organizations: Viewpoint Learning Inc., a company that develops specialized dialogues to resolve gridlocked public-policy issues; Public Agenda, a nonprofit policy-research organization ([www.publicagenda.org](http://www.publicagenda.org)); and DYG Inc., a market- and social-research firm.*

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# an Asset

## ... for Preserving Family History

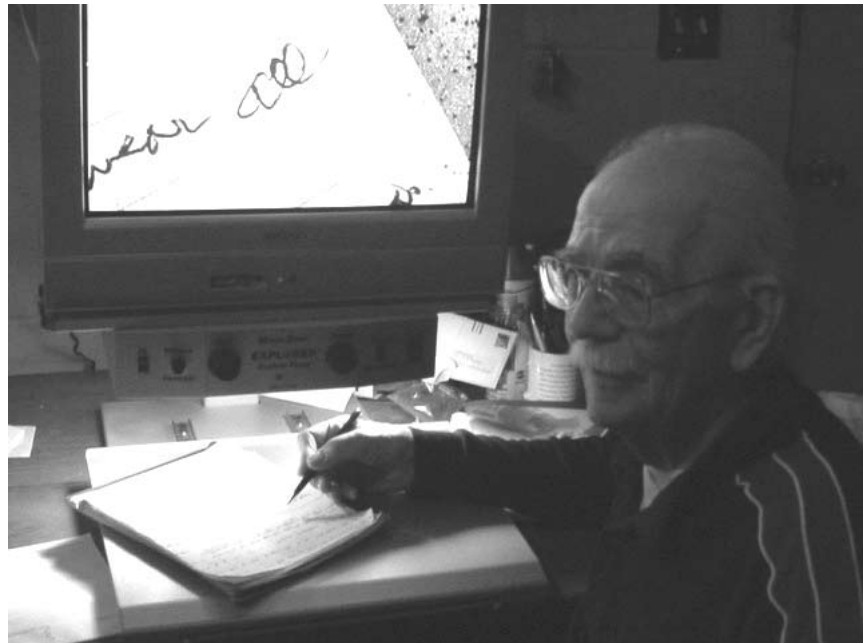
### A Timeless Gift

Megan Miller and  
Kathleen Plesko

**W**e always knew that our father and grandfather, John Miller, hated crowds. But we did not know the depth of that hatred until we read the memoirs he wrote as part of the *Saving Our Stories* initiative. He describes having moved from Chicago to the village of Eagle Creek, deep in Southern Illinois, and heading off for his first day at his new country school:

*When the students came by our house in an eighth-grade group, the teacher, Mr. Scroggins, was right in the middle of them, everybody on foot and when I went outside to join the parade, he indicated to me that I must walk in the herd. I have never liked a crowd, especially of strangers, and I started hanging back, despite his waving me forward and shouting at me to hurry up. There were only 20 to 30 feet between us and it stayed that way until we got to school.*

*As a matter of fact, the main reason I did not walk with the group was*



John Miller uses a CCTV, a device that enlarges print or handwriting; he simply puts paper on the screen and the letters he forms are enlarged so that he is able to see what he has written. "Writing stories has changed my life. It is like getting to live through all these moments again and seeing all these people. I did not know how much I would like it."

*that I was badly out of uniform and the kids let me know in no uncertain terms. Mom had laid out knee socks, short pants, and a white shirt for me to wear as I had in Chicago. When the group came by, every boy was dressed in bib overalls and blue shirts. You can guess what a loud, laughing reception was given to this alien creature with his knees showing...when we got to school Mr. Scroggins called me up on stage, reached in a drawer and brought out a leather strap, with which he*

*proceeded to warm the seat of my disgraceful short pants. He didn't hit me very hard or very long, but he gave me to understand that it would be an everyday affair unless I walked with the group.*

To the credit of his parents, they took him to town that day and outfitted him with the country boy uniform of bibbers and a blue chambray shirt.

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*... we are so grateful that this man, who is basically a quiet one, not inclined to talk about his life, has found an outlet through writing that unleashes his own creativity and preserves the story of his passage. It is a tremendous and timeless gift to his family."*

We also knew that John Miller had a long-term sibling rivalry with his little sister who was four years younger. By his own acknowledgment he paid little attention to her, preferring to spend his free time with his "pit mule," Pete, or walking through the woods and climbing the rocks looking for animals or snakes, of which there were plenty." Unfortunately for her, there came a day when big brother, John, decided to take little sister, Elinor, for a walk:

*I took her to a park-like area just behind the house where there was a hive of bees. She was just a toddler and trustingly walked with her wicked brother. When we got to the hive, I told her to stand still and I proceeded to whack the hive with a long stick, irritating the bees and getting her stung .....when my dad came home and heard about it, he stung me with his belt and I richly deserved it. This was an act neither she nor I ever forgot and it still makes me sick to think about it.*

The times were different then and leather straps and belts were an acceptable part of child-rearing practices for most teachers and parents, at least the ones in the southern part of the state. But these practices stopped in our



*"I am writing about World War II now. Did you know I saw Hiroshima after the bomb? It was just flattened, total devastation. I was in Japan for several weeks after Truman dropped the bomb. The ship we had used to fight the war we then used to bring supplies and get the people back on their feet. In the end we left our ship with them and caught a ride home on a much faster one."*

family with this generation and John Miller. Though he had been handled roughly, we were not.

When we first started this project, we asked John Miller for few stories about his life. To our surprise, he has not stopped writing. He has over 45 pages (high school years), which promises to be a comprehensive story of the life he has lived and is living.

He was, until time robbed him of some abilities, an intensely creative man; as a young mason he worked on realizing the dreams of SIU's visionary leader of the 1950s and 1960s, Delyte Morris. The expanded campus, imagined and conceived by others, became real bricks and mortar structures through the hands of our father and grandfather and other talented men like him. After dinner on summer evenings he would sometimes take us for rides in the family car (a treat then) and show us the buildings he was helping to craft.

His creativity also found an outlet in music, primarily the clarinet, but other instruments too. His guitar came out of the case at summer campouts and he endured his tone deaf but enthusiastic children singing "Goodnight Irene" and "He Has the Whole World in His Hands." He had the ability to pick up most any instrument and make



*Megan Miller and John Miller*

music with it. Somehow he even acquired a set of bagpipes.

The creativity he used to express in other ways, has found a new outlet in his writing. John Miller is now legally blind. To write his story, "My Life," he uses a CCTV, a device that enlarges print or handwriting; he simply puts paper on the screen and the letters he forms are enlarged so that he is able to see what he has written.

The copy then goes to his daughter who types the original draft. We make only typographical corrections, respectful of his use of language. And we are so grateful that this man, who is basically a quiet one, not inclined to talk about his life, has found an outlet through writing that unleashes his own creativity and preserves the story of his passage. It is a tremendous and timeless gift to his family.

*Megan Miller is the associate editor for Continuanace, and Kathleen Plesko is the director of Disability Support Services at Southern Illinois University Carbondale.*

## After the Senate Forum on Intergenerational Leadership

After the Senate Forum on Intergenerational Leadership in November 2005, many students and retirees "hit the ground running" with new momentum and ideas. Participants from Southern Illinois University decided to develop a program modeled after "A Family Story is a Gift."

Working through the SIUC office for Students with Disabilities, the group interviewed older relatives or friends and are currently compiling their stories, along with photographs of their loved ones, in a book.

During the fall semester, the group plans to expand their project by interviewing elders in nursing homes. This intergenerational project has had a positive effect on young and old alike. One participant, Bryan Dallas, noted, "I have enjoyed listening to my grandparents' stories, and I think they have enjoyed sharing them. I get the feeling that they wanted to talk about their lives for a long time, but it took this project to give us the opportunity to come together."



Students discuss their strategies for interviewing older relatives.

---

# an Asset ... for Younger Generations

## Intergenerational Elderhostels

*Dee Stuart*

If you're wondering what to do with your grandchild when he or she visits this summer, Elderhostel probably has an intergenerational program that both of you will love. As the name suggests, Elderhostels were originally designed for adults, 55 and older. Programs were typically held on college campuses, in motels, at church camps and were aimed at older people with an interest in lifelong learning.

Eventually, participants had so much fun they started asking to bring youngsters along. So in 1985, Elderhostel set up intergenerational programs so that interested people of various ages could attend together.

They proved so popular that today, there are 38 intergenerational programs in the United States and five in Canada. One great example is "Become a Marine Adventurer," offered in association with the Sea Camp program at Texas A&M University in Galveston.

Sea Camp was founded in 1989 by Dr. Sammy Ray, professor emeritus of marine biology at Texas A&M University -- also a Texas Science Hall of Fame inductee. It's a summer institute that is aimed at teaching students in grades K-12 about marine and estuarine environments in Texas.

"Dr. Sammy," as he's fondly known, says, "You may not be able to change an adult, but if you can educate a child, you can change the world."

Although it focuses on marine life, Sea Camp includes a variety of other activities as well.



An intergenerational Elderhostel group prepares to embark on a river adventure in Ecuador. Photo courtesy of Elderhostel.

### Orientation

Elderhosteler travelers settle in at the brand new La Quinta Inn overlooking the Gulf of Mexico. During orientation, there's a buzz of excitement as elders and their charges meet and mingle. Youngsters eye each other curiously. Slowly, the participants begin to talk about what drew them to Galveston.

Often it's what you might expect: grandparents trying to entertain a youngster or trying to get to know the child a little better by sharing an out of the ordinary learning experience in environment that's new to both of them.



Later, everyone boards a 42-foot research vessel. A trawl towed behind the vessel yields a catch of shrimp, crabs, squid and fish when brought aboard.

The elderhostel participants and the youngsters sort and identify the catch. Sediment from the floor of the bay is collected, too, and washed on a sieve. A plankton net towed behind the boat traps samples which are examined under a dissecting microscope.

It's very scientific, and the group is treated as if it's always been part of a research unit. Environmental factors in the water are measured: salinity, dissolved oxygen, temperature and depth of light penetration. Youngsters note sediment color and grain size.

Then someone shouts, "Dolphins!" This is an exciting bonus.

### **Turtle Barn**

The National Marine Fisheries Service research facility for the endangered Kemp's ridley sea turtle and other turtles is a favorite site for Sea Campers. At the turtle barn there are five species of turtles found in the Gulf of Mexico. The group sees them all.

To preserve Kemp's ridley turtles (after eggs that had been laid on a Mexican beach hatched), a few hundred hatchlings were transported here.

Now they live in row upon row of milk crates submerged in seawater. Sea campers hover over the small hatchlings and are told that they will grow as large as a dinner plate, then be released to the wild.

Campers observe the vegetation, particularly the smooth cord

grass with razor sharp edges, characteristic of the salt marsh. They're able to see numerous species of birds and fish and learn about the ecological importance of the salt marsh to the animals' existence.

Young and old grab a pole on each end of a bag seine, drag the net and bring the catch to shore. Because the marsh is used as a nursery, everyone finds many baby shrimp, fish and crabs. They strain the sediment and discover that worms, amphipods and clams live there, too.

### **A Delicacy?**

A highlight of the week is an afternoon lecture by Dr. Sammy Ray. Everyone is curious about what's inside the red freezer chest and paper sacks that Dr. Sammy has brought with him.

When suspense is at the breaking point, Dr. Sammy reaches inside the chest. There's a shout of dismay as he shows his catch. Oysters! He tells the fascinating history and life cycle of oysters. To cap the session, Dr. Sammy offers everyone an oyster on a cracker with red sauce.

Elderhostel Intergenerational Sea Camp programs in Galveston are held on June 18-23 and July 9-14. Adults 55 and older can bring children ages 8-18. Cost is \$609 per person. To register call 877-426-8056 or go online to [www.elderhostel.org](http://www.elderhostel.org).

*Dee Stuart is the author of a number of novels for adults and children. Article: Courtesy of LifeTimes: Blue Cross Blue Shield of Illinois.*

*Continued from Page 13*

### **Botswana/Zambia**

"Intergenerational Safari: Botswana's Wilderness, Zambia's Culture"

Track elephant, lion, zebra, and antelope and explore the lush wetlands of Okavango Delta. We come to understand the life of ancient San "bushmen" in a modern world. 14 nights

### **Costa Rica**

"Cultural Interaction through Soccer in Costa Rica"  
Learn soccer drills and skills with a Latin flavor, play soccer with local children in Arenal Volcano area and a Pacific beach location; then the generations join together in activities highlighting Costa Rica's rich natural history and biodiversity. 7 nights

### **Ireland**

"Celebrating Irish Mythology"  
We explore the "four cycles" of Irish mythology. We take field trips to see typical homesteads of the 19<sup>th</sup> century, and to Bunratty Castle. The final evening takes us back in time to a medieval-style banquet in the 15<sup>th</sup>-century castle. 13 nights

#### **Contact Information:**

Elderhostel  
11 Avenue de Lafayette  
Boston, MA 02111-1746  
1-877-426-8056,  
1-877-426-2166

Hearing impaired individuals  
call also call toll-free TTY:  
1-877-426-2167  
[registration@elderhostel.org](mailto:registration@elderhostel.org)

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## IS IT ABRAHAM LINCOLN OR HARRY POTTER?

### YOUNGER AND OLDER GENERATIONS TRAVEL TOGETHER

#### **Charleston, Illinois**

"Exploring the Life of Abraham Lincoln and The Amish Way of Life"

Visit the new Lincoln Presidential Museum, Lincoln's home and tomb, and then continue your shared adventure by looking at the Amish way of life by immersing yourself in Amish culture. 6 nights



#### **Chicago, Illinois**

"The Art Institute of Chicago: Share Your Interest in Art with a Child"

Activities are designed to delight elder and younger hostellers with thought-provoking thematic gallery talks and studio projects. Enjoy an architecture river cruise, visits to other museums, and Millennium Park across the street. 5 nights

#### **Council Bluff, Iowa**

"Lewis and Clark and Their Voyage of Discovery"

While on their monumental journey up the Missouri River, Lewis and Clark and the

Discovery Corps walked the river bottoms and climbed the beautiful Loess Hills of western Iowa. 5 nights



#### **Covington, Kentucky**

"Kentucky Horses and More!"

Explore a world of horses at the

Kentucky Horse Park and morning workouts at both Keeneland Racetrack and the Thoroughbred Center. Go behind the scenes and investigate daily life at a horse farm. 5 nights

#### **Leasburg, Missouri**

"Canoe: Three Stream of Ozark Plateau"

Canoe crystal-clear waters surrounded by seasonal colors or spring wildflowers as you explore three Ozark headwater streams. 5 nights

#### **Nappanee, Indiana**

"I Remember When: A Family Adventure"

This unforgettable experience will include hands-on farm activities, craft demonstrations, a scavenger hunt and obstacle course, a wagon ride, and an old-fashioned spelling bee. 4 nights

#### **Raquette Lake, New York**

"Great Grands Camp: Sagamore's Intergenerational Program"

Morning sessions include outdoor activities; afternoons are spent swimming, making crafts, or making music. 5 nights

#### **Newberg, Oregon**

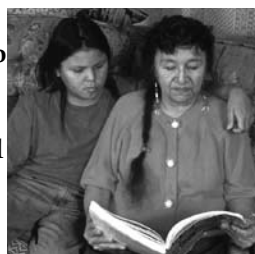
"Intergenerational: Soar into Flight"

Learn the principles of aviation through hands-on activities, flight simulators and model building. Sit side by side in a piloted glider over beautiful Willamette Valley. 5 nights

#### **Gallup, New Mexico**

"The Magic of Indian Country and Its Native People"

Meet and learn with the Navajo people, then view ruins unknown to tourists, enjoy art activities with a Navajo artist-teacher, observe a Navajo weaver and watch Indian dances. 6 nights



#### **International Elderhostels**

##### **England**

"Harry Potter: Fact and Fiction" Inspired by the works of world-renowned writers, we explore settings of Bram Stoker's Dracula, Lewis Carroll's Alice in Wonderland, and the filming of J. K. Rowling's first Harry Potter book, as well as important English heritage sites. Imaginary characters stand alongside real people in castles, cathedrals, and abbeys as we learn how and why these places were built, and how people lived then and now. 12 nights

##### **New Zealand**

"Lord of the Rings: Middle Earth Locations"

We take an in-depth look at the filming of J. R. R. Tolkien's famous Lord of the Rings trilogy, and journey to locations throughout New Zealand. Learn about the cast and crew, and special effects from the awe-inspiring nature of the trilogy. 13 nights

*Continued on pg. 12*

An old man, going along a highway,  
 Came at the evening, cold and gray,  
 To chasm, vast and deep and wide,  
 Through which was flowing a sullen tide.  
 The old man crossed in twilight dim;  
 The sullen stream had no fears for him;  
 But he turned when safe on the other side,  
 And built a bridge to span the tide.

"Old man," said a fellow pilgrim near,  
 "You're wasting strength with building here;  
 Your journey will end with the ending of day;  
 You never again must pass this way.  
 You have crossed the chasm, deep and wide,  
 Why build you the bridge at the eventide?"  
 The builder lifted his old gray head:

"Good friend, in the path I have come," he said,  
 "There followeth after me today  
 A youth whose feet must pass this way.  
 This chasm that has been naught to me  
 To that fair-haired youth may a pit-fall be,  
 He, too, must cross in twilight dim;  
 Good friend,  
 I am building the bridge for him."

by William Allen Dromgoole

## Building Bridges

Wayne C. Evens

As we look at an aging society, the past suggests the future, but it does not determine it. Building bridges assumes that we know the terrain ahead and where we want the bridge to lead. But, it is also the case that bridges are a part of creating the future. A bridge built in response to today's needs creates the opportunities for a different future. A bridge builder never knows what future the bridge will bring. Daily, we are creating the future and the bridges that lead to it, but we are likely to be surprised where we find ourselves when we cross the bridges.

We have spent billions of dollars to extend life expectancy. Now I fear we are looking at our success as a Frankenstein monster. We are focused on the resources necessary to care for the aged, whom we perceive as frail and disabled. On the other hand, we're living longer and healthier lives. As seniors come out of retirement and re-enter the work force, there are hints that the elderly may represent an important resource. I believe we will do well to re-frame the problem and speak of a society with extended longevity. I will suggest that we focus on the possibilities created by longer life expectancy.

If we face the issues of an aging society with humility and courage we will develop the wisdom needed to build the bridges that will be necessary. We will have to change our social structures to take advantage of the longevity we have created. We will have to show the humility to accept the changing world as a powerful stranger and the courage to ask to know

and be known. We will have to get to know the elders and let them teach us.

### The Vision

To explore a vision of the bridges we must build, I will present some wisdom of the three elders who inspired me. Fay, an engineer, was forced into early retirement because the place where he worked closed the factory. He experienced a year of depression and a profound loss of identity. At a point, he used a strategy that had guided much of his life. He said to himself, "You dern fool, are you going to let this destroy you or are you going get on with your life." He derived this from a favorite expression of his father, "Are you going to stand around crying or are you going to get to work." In humility, he faced the fact that he could not change what had happened. With courage, he began living a different life. In his retirement he helped one of his children develop a reupholstering business, and he designed a production line for one of his grandchildren.

Gerry, a nurse, was forced to retire three times. Despite being forced from the paid labor market, she continued providing care to friend and neighbors and became very active in several civic groups. She never saw herself as old despite the social messages. Two days before she died she told her daughter that she was old. She said this in a way that expressed shock and surprise. In the next two days she talked with her grandchildren and seemed to finish up her life business. She, then, simply and quietly dies in the home where she had lived for over 50 years.

John quit school to help support his family during the Depression so he only completed eighth grade. He worked in the trades and earned plumber and electrician licenses. Eventually he started his own heating and air conditioning business. At 82, he still installs and repairs air conditioners and furnaces. I asked him if planned to retire and he asked, "What would I do?"

These were not famous or even remarkable people. They were simply ordinary people who accepted life changes and found ways to continue living productive lives. Their wisdom was demonstrated in their ability to accept and adapt to life changes and continue to contribute to the lives of others. The vision they suggest is that aging should not be viewed as a problem, but as a new life challenge.

There is a bridge that crosses the Mississippi between East St. Louis, Illinois and St. Louis, Missouri. Many interstates and highways come together to cross the river. There must be thirty entrance ramps and at least as many exit ramps. There are at least ten lanes in each direction and they join and separate.

People get on the bridge coming from many places with the intention of going several different places. It can be very confusing to be on the bridge, but with a little persistence you end up where you want to be. In fact the bridge does a good job of gathering traffic, getting it across the river and sorting it out to move on.

Like the poem on the opposite page, bridges span things that separate one culture or group of people from another. And the reasons for building bridges are for generations to come:

*"A youth whose feet must pass this way.  
This chasm that has been naught to me  
To that fair-haired youth may a pit-fall be,  
He, too, must cross in twilight dim;  
Good friend,  
I am building the bridge for him."*

Wayne C. Evens is the director of Social Work at Bradley University and outgoing chair of the Illinois Board of Higher Education Faculty Advisory Committee.



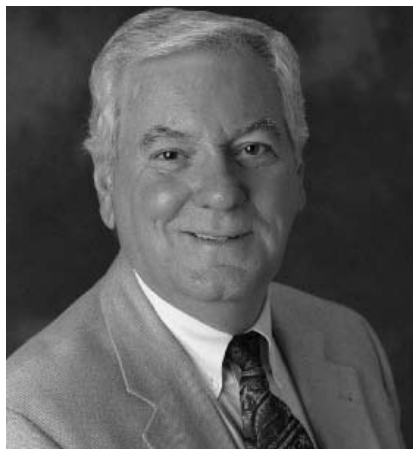
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# an Asset for Leaders

*Most of us grow and learn because of the influence and support of older generations. Those who become leaders tend to have caring mentors as well as supporters who say "Don't give up!" Many also experience noteworthy failures, which are building blocks for strong leadership.*

*What is leadership? It is confidence, a savvy comprehension of what is timely, and the capacity to move people toward shared goals. Good leaders understand the power of perseverance, the importance of a sense of humor, and need for all people and their ideas to be valued.*

*Three of Illinois' education leaders speak about the future, the growing retiree population, and the people who taught them about leadership. —Ed.*



GLENN POSHARD, PRESIDENT  
SOUTHERN ILLINOIS UNIVERSITY

The world stands out on either side  
No wider than the heart is wide;  
Above the world is stretched the sky,  
No higher than the soul is high.  
—Edna St. Vincent Millay

**I** grew up in a rural community and went to school in a two-room school house. Later I was bused to a large high school. I loved poetry and when the teacher asked someone to read a poem from Edna St. Vincent Millay, I went to the front of the class and started recit-

ing. There was a deadly silence. Everyone looked at me. One kid said, 'Who is this cornpone?' It was 1960 and young men were not supposed to love poetry.

"The experience hurt because I had taken a risk and had failed. After class, the teacher, who was an older lady, complimented my presentation. She helped me change a negative incident into growth and learning. Ever since this experience I have been able to stand in front of a group and share my ideas without fear."

Poshard's respect for older adults is apparent as he speaks about retirees from the campus and the community. "Anyone who has grown up around a community college or university understands that the great majority of retirees from the region represent a sense of loyalty to higher education and the desire to give back." In education, so many things need to be

*Continued on page 18*

JUDY ERWIN, EXEC. DIRECTOR  
IL BOARD OF HIGHER EDUCATION

**B**eing a new kid on the block is familiar territory for Judy Erwin, not only in 2005, when she became executive director of the Illinois Board of Higher Education, but also as a second grader.

Erwin says her family moved frequently when she was younger. She learned to make new friends and get accustomed to unfamiliar neighborhoods, and she was fortunate to have plenty of support at home. When the family moved to Ohio they discovered that the schools were so crowded, students only attended a half-day session.

"My time wasn't wasted," she says. "Half the day I went to school and the other half my mother and I would work on lessons at the kitchen table. My mother was a free thinker—an individualistic person, so I was raised to take responsibility, think





JUDY ERWIN

for myself, and challenge prevailing views."

Erwin is the first woman to lead the Illinois Board of Higher Education and believes there is a new market for higher education in the aging population. "For their own survival, public universities need to reach out to a new market that is very attractive. What we know about aging is not what we thought. We thought that if people lived to be 95 or 100, they would spend their last years with medical conditions." Instead people are living longer and improving their quality of life through social involvement and intellectual activity.

***"One of the biggest challenges is providing access to higher education regardless of income, life circumstances and family responsibilities."***

*Continued on page 18*

PRESIDENT B. JOSEPH WHITE  
UNIVERSITY OF ILLINOIS

**"W**hen I was ten years old, visiting my grandmother in Miskegan, Michigan, a neighbor knocked on the door. She was about sixty years old and was in tears. My grandmother invited her to come in, and they went into the bedroom to talk. I could hear sobbing, and soon they came out of the bedroom and the neighbor went home. My grandmother said, 'I told her, you married that old boy for his money and now you complain about the sex. Take your choice.'"

"My grandmother always told it like it was. She taught me to dive into things and never hold back. When she died at age 90, I wrote a long piece about her so my children would know her stories."

"Older people are the most untapped and undervalued resources in our society," White says. He observes that every now and then we catch glimpses of success stories, like that of former President Jimmy Carter, who has made contributions as an artist, writer, and inspiration for Habitat for Humanity. "He has generously contributed his time and talents."

White notes that society doesn't make use of older adults but older people also need to do their part to demonstrate their willingness to



JOE WHITE

be engaged. Many have leadership skills from a lifetime of experience, but if they choose to warehouse themselves and insist on total freedom and comfort, they can't complain about their talents not being used. "Retirees must be prepared to work hard, keep sharp, and give up some of their freedom," White says. "Retirement is freedom from commitments; making commitments brings real richness to retirement."

"Older people have been important in my life throughout my education and work experiences. They encouraged me when I failed and supported me when I had to learn new skills."

Born in Detroit and raised in Kalamazoo, White says his was "a close knit and colorful family." He grew up with a strong sense of duty, responsibility, and integrity. "If you are my dad's son you

*Continued on page 19*

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*Poshard from page 16*

done and often retirees have the skills and desire. Not only do we need to take advantage of the skills retirees possess, but we also need to do a better job of letting them know that they are appreciated. They have paid their dues."

Once retired himself, Poshard has walked the walk of a retiree and says he understands the importance of their contributions and the stability they give to civic life. Poshard has faith in the potential of older and younger generations. "We are all citizens of the world," he says, "a world that is diverse in age, culture, and race."

In an interview with Andrea Zimmerman, a reporter for *The Daily Egyptian*, the Southern Illinois University Carbondale student newspaper, Poshard noted that when he first attended SIUC in the 1960s, "the University's diversity was similar to that of the United Nations" and he "believed the campus landscape was close to heaven on Earth."

Poshard praises the diversity of the SIUC campus, especially important for kids in southern Illinois who grow up in small towns. University life prepares them for a world that should be valued for its richness of cultures, history, and unique contributions, he says. "I don't ever want us to let down our commitment to diversity."

National and state publications draw attention to the difficult times for higher education because funding has been decreased

over the last several years. Often the public doesn't understand or truly appreciate the importance of education, particularly higher education.

"This trend in higher education has pushed us toward private funding, and has limited access and affordability for middle- and low-income students." When we do not meet the public responsibility of funding higher education, we limit students gaining entrance to a future that builds economic prosperity for everyone, Poshard says. "Public higher education is for the public good, not just for students' private benefit."

*"Not only do we need to take advantage of the skills retirees possess, but we also need to do a better job of letting them know that they are appreciated."*

From student, to civil servant, to administrator, to board member, and now as the President of Southern Illinois University, Glenn Poshard has a forty-year history with Southern Illinois and Southern Illinois University that he believes has helped him "have an understanding of the needs of this campus and the region."

"I have an inordinate love for the university and for education, and I believe the vision that I hold is congruent with the future of the university--that of accessibility and affordability, promoting research, and building on international education so that those who attend this university will be citizens of the world."

*Erwin from page 17*

"Generational relationships are changing with people living longer. One of our goals should be to recreate support systems that replicate in some way an extended unit. For example, when a single mom and kids can live close to older people—the older people can help kids with homework and other mutually beneficial tasks."

Erwin says that she was fortunate. "My family played an important role throughout my academic life and prepared me for higher education."

"In 1968 many women didn't go to college but I never doubted that I would go. I was fortunate that my parents supported me financially and otherwise." In college, Erwin found her calling. "I met people who were politically active and was drawn to the idea of civic involvement. I was always interested in current events and government—but didn't really know what I wanted to do."

Eventually, she found her niche when she began working for then Senate President Philip J. Rock as his press secretary. Later she served in the General Assembly herself, representing the 11th House District in Chicago from 1992 to 2003. She chaired the House Higher Education Committee and served as vice chair of committees on children and youth, tourism, and higher education appropriations.

Erwin says that today one of the biggest challenges is providing

access to higher education regardless of income, life circumstances and family responsibilities.

"We know about brain research and early childhood development. We know that quality education must start at an early age. Higher education has to connect the dots from early childhood, primary grades, and high school.

Connecting the dots means that every level of education needs to do a better job of articulation so that we have a seamless system and are removing barriers for students of all ages and circumstances. We should emphasize quality and rigor throughout the entire P-20 (preschool through college) system so that colleges and employers don't have to spend millions of dollars on remediation and so students can get jobs."

Technology is improving the distribution system for education. It should provide greater access to students. "We live in a time when postsecondary education is increasingly an essential experience for the modern workplace." Central to that experience, she says, is greater collaboration among state agencies overseeing different levels of the educational pipeline and the effective use of technology for expanding educational opportunities.

*"We should emphasize quality and rigor throughout the entire P-20 system."*

*White from page 17*

didn't cut corners." His mother and father, who are 89 years old, live in Champaign. White credits them for his tenacity and capacity to deal with the ups and downs of life.

President White said he came to Illinois because he believes in the mission of the University of Illinois, as he describes it, that "education transforms lives. I love the service outreach and economic development of a public research university; it is something I believe in."

***"Retirement is freedom from commitments; making commitments brings real richness to retirement."***

However, his first experience in higher education was anything but smooth. "When I was accepted at Georgetown, I thought it was an admissions error and I literally chained myself to my desk," he recalls. While at Georgetown, he read an article about Harvard Business School. "I went to Harvard Business School and didn't like it, but I went back and finished."

He said he loved the work that the faculty was doing that centered on leadership, management, and people and he describes the academic life as "a bridge to the real world." The real world came into focus when White took a job as head of human resources in a Fortune 500

company in Columbus, Indiana. "I grew up," he says. "The company went into depression and we had to lay off 5000 people. It was the hardest work I had ever done."

White observes that the human stories behind workforce reduction emphasize the importance of education, which helped strengthen his resolve to make it possible for people to gain access to higher education. He stayed in the private-sector position for six years and then returned to the University of Michigan as associate dean of the business school.

He points to leadership in higher education and that high aspirations need to be articulated to forge plans for a brilliant future. "There needs to be a strategic plan for all campuses which includes gathering resources to make those plans a reality."

Finally, White notes, "We need to ensure that we have excellent leadership; those are the people who make it happen. The priority is to have excellent leaders in key positions. He believes in the "WE not ME philosophy in higher education" and goes on to explain, "Leadership is We—creating a good team."

*Megan Miller wrote the articles about the leaders in higher education. She is the associate editor of Continuum Magazine*



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# Generations Connect: A Celebration of Generations in Dialogue

University and community college presidents and chancellors sponsor  
campus forums in August and September



Generations Connect: Generations discussing and proposing solutions to the challenges of their civic life.

*Blackhawk Community College*  
President Keith Miller  
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campbellr@bhc.edu.

*Carl Sandburg College*  
President Thomas Schmidt  
Contact: Dean Sherry Berg  
309-341-5250  
sberg@sandburg.edu

*Chicago State University*  
President Elnora Daniel  
Contact: Erma Brooks Williams  
773-995-3806  
e-williams@csu.edu

*College of Lake County*  
President Richard W. Fonte  
Contact: Frank Nickels  
847-263-9711  
fanickels52728@yahoo.com

*Danville Area Community College*  
President Alice Marie Jacobs  
Contact: Patti Greer  
217-443-8561  
pgreer@dacc.edu

*Elgin Community College*  
President Michael S. Shirley  
Contact: Alice Eakin-Malicki  
847-214-7143  
AEakin-Malicki@elgin.edu

*Governors State University*  
President Stuart Fagan  
Contact: Sherlyn Poole  
708-442-5420  
Sherlyn-Poole@govst.edu

*Highland Community College*  
President Joe Kanosky  
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815-235-6121

*Illinois Central Community College*  
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Js024a@icc.edu

*Illinois State University*  
President Al Bowman  
Contact: Anita Revelle  
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arrrevel@ilstu.edu

*Illinois Valley Community College*  
Charles R. Novak (Interim  
President)  
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815-224-0428  
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*John A. Logan Community College*  
President Robert L. Mees  
Contact: Mabel Hayes  
618-985-2828 X 8696  
mabelhayes@jalc.edu

*John Wood Community College*  
President William Simpson  
Contact: Carla Gosney  
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gosney@jwcc.edu

*Lincoln Land Community College*  
President Charlotte Warren  
Contact: John Allen  
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john.allen@llcc.edu

*McHenry County College*  
President Walter J. Packard  
Contact: Cindy Kearns  
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**"Public engagement  
brings together diverse  
members of the public  
to address tough issues  
through dialogue, deliberation and new forms  
of collaboration."**

**Public Agenda**

*Northeastern Illinois University*  
President Salme Steinberg  
Contact: Lawrence Frank  
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*Northern Illinois University*  
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*Oakton Community College*  
President Peg Lee  
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hoelting@oakton.edu  
Or contact: Barbara Altweis  
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baltweis@oakton.edu

*Rend Lake Community College*  
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*Southwestern Illinois College*  
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*Southern Illinois University  
Edwardsville*  
Chancellor Vaughn Vandegrift  
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*University of Illinois at Chicago*  
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*University of Illinois at Urbana  
Champaign*  
Chancellor Richard Herman  
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ccurtiss@uiuc.edu  
University of Illinois Extension  
Contact: Maureen Statland  
Phone: 847-437-6449  
mstatlan@uiuc.edu

*Western Illinois University*  
President Al Goldfarb  
Contact: Mary Kubasak  
309-298-3232  
MA-Kubasak@wis.edu

This list was compiled on May 26.  
For an updated list, see [www.siu.edu/offices/iii](http://www.siu.edu/offices/iii)



Intergenerational discussions produce a diversity of views and ideas. The above discussion was held at Western Illinois University. The Generations Connect Focus Groups will be held on university and community college campuses in August and September.



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# RESEARCH & *Intergenerational* PROGRAMS

Three recent studies target the learning and volunteering patterns of retirees and the management of volunteer programs. First, the educational needs study was conducted with older learners to gather their views on education and their volunteer interests. Second, the Volunteer Management study was conducted in cooperation with the Illinois Association of School Administrators, to develop a better understanding of how volunteer programs are organized and maintained. The third study is called the Joys of Retirement and is a work in progress.

## I. EDUCATION NEEDS AND VOLUNTEER INTERESTS OF OLDER ADULTS

**T**he old adage, "It isn't over 'til it's over," is the basis for the widespread interest of retirees in education as a way of growing mentally, socially, and physically. Many try different courses and discover new interests that enrich their lives. In Illinois, most universities and community colleges have some type of older learner program and a statewide organization called Lifelong promotes communication between these programs.

A survey on the education needs

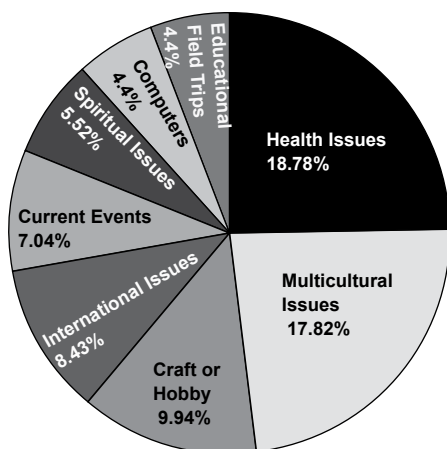
and volunteer interests was conducted by the Intergenerational Initiative and the Lifelong coalition in 2004-2005. The survey was initiated through an invitation sent via the LifeLong listserve of the Illinois Community College Board. Two universities and 12 community colleges participated in the study. Older learner program directors gave the survey to their students during classes and events. The final analysis included a sample size of 822, with the mean age 68.6. Participants were predominately female

(73.7%) with male respondents comprising only 24.3%. The greatest number were from urban programs (40%), following by suburban (36.4%), and rural, nearly 24%. The majority of the survey participants were from community colleges, so it isn't surprising that 59.8% had taken courses at community colleges, while only 7.17% had taken courses at universities.

### **Educational and Informational Interests**

The most common reasons for

## Which courses might interest you in the future?



taking courses were curiosity / interest, learning a new skill, enrichment, healthy living, and job training. In light of the health-conscious society, it shouldn't be surprising that health was the top rated recommendation for future courses. But more surprising was the second-rated course, multicultural issues. It is apparent that older learners want to know about the diverse world.

Travel topped informational interests (43%) and much lower were spiritual growth (11%), medications (6%), leisure activities

(6%), politics (3.6%), and living alone (3.5%).

### Barriers to Taking Courses

When this survey instrument was originally constructed, the committee was curious about how comfortable older adults felt about taking courses, particularly on college and university campuses. That didn't seem to be a concern since only 3.95% cited that as a barrier.

A common comment of retirees is "I am busier now than when I was employed." Nearly 28% responded that being busy was the greatest barrier to taking courses. Next were cost, inertia, lack of interest, health and transportation. Respondents also preferred afternoon classes (40%), and morning classes (31%).

### Volunteering

More than half of the respondents (56%) said they volunteered and nearly 29% said they didn't. Those who volunteer give 2-5 hours a week (31%). Volunteering most often takes place helping friends or neighbors or in a church or religious organization.

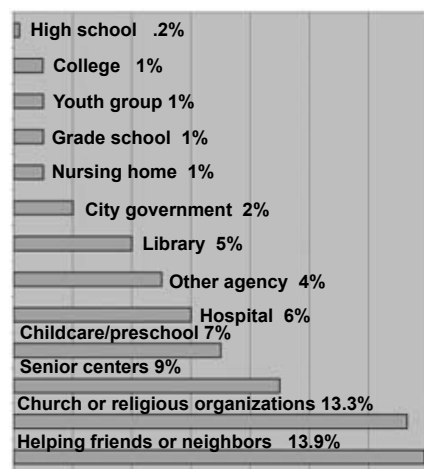
When asked how did you learn about volunteer opportunities, the most common way was "someone asked me." Other sources were the newspaper, through a religious organization, a senior citizen organization, or a community organization. Those who might volunteer in educational settings preferred literacy (22.7%), preschool / kindergarten (21.5%), grades 1-4 (20.3%), and

community colleges or universities (19.4%). Least favored were middle school (9%) or high school (.2%).

When asked, "Would you be interested in joining a group to read with children an hour each week?", 11% said yes, 26% said no, and 20% said maybe. Forty-three percent didn't answer the question.

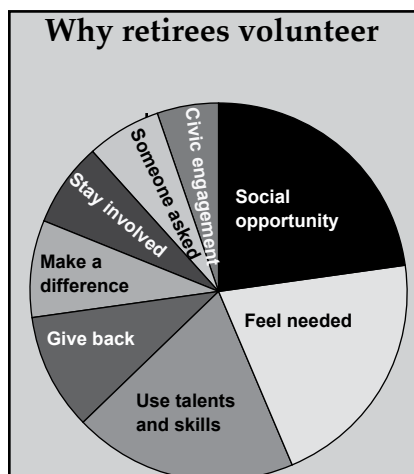
Given the option of volunteering in a variety of ways, gardening came in first, followed by something of interest, Great Books, and then much lower, the environment, getting involved on campus, and computers. The reasons that would motivate respondents to volunteer included social opportunities, to feel needed, use talents and skills, give back, and stay involved. The barriers to volunteering were similar to the barriers for taking courses, too busy, scheduling, and health among the top responses, which were followed by lack of interest, lack of information and transportation.

### Where do retirees volunteer?



### Survey Participants

Carl Sandburg College, College of Lake County, William Rainey Harper College, Heartland Community College, Highland Community College, Illinois State University, Lincoln Land Community College, John A. Logan College, Oakton Community College, Rend Lake College, Southern Illinois University Carbondale, Southwestern Illinois College, Waubesa Community College, John Wood Community College



### Comparison of the 60+ Population to the Boomers

The data were sorted to separate the 40-60 year group and the 60+ group. The older cohort (60+) included more men and was characterized by a greater diversity (African American 10.4% in the older cohort and only 8.4% in boomers--a negligible number of other minorities). The boomers who completed the survey are more rural: the older cohort is more urban.

Boomers had a higher education level with 48% holding a baccalaureate or masters and 20% with high school diplomas in

comparison with the 60+ population, which had 24% high school completion and 36% baccalaureate or master's. Does this point to the fact that the boomers are better educated or that the older generation was more inclusive, reaching out to all education levels? Both groups cited similar reasons for taking courses (curiosity/interest, learning a new skill, enrichment, and healthy living) and the barriers that prevented them from taking courses (too busy, cost, inertia, lack of interest, health, and transportation).

The older cohort volunteered slightly more than boomers (57.2% to 54.6%) but both volunteered most helping friends or for a church or religious organization. When the question about volunteering was asked, boomers said they would prefer gardening, something that interests them or Great Books. The older cohort said Great Books, something that interests them, and gardening. Consistent across all ages is the willingness to volunteer because someone asks.

Clearly retirees are sending a message about the ways they should be recruited. Gardening, the top-rated way to volunteer for boomers, can provide an impact across the curriculum--in math, science, reading, literature, in fact, there isn't any subject that the elements of gardening couldn't

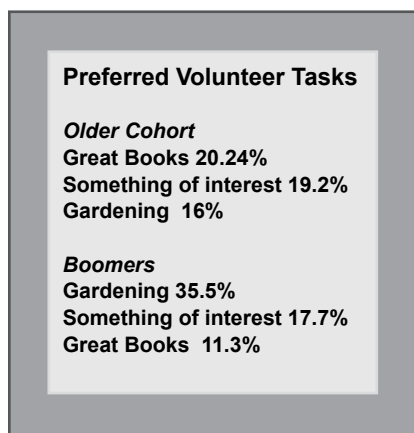
enrich. The reasons for not volunteering were also similar for boomers and the older cohort: too busy, scheduling, and health.

### Comparison of 2004-2005 Study and the 1998 Study

The first study on the educational needs of older adults was conducted in 1998 by the Intergenerational Initiative and Lifelong. The results pointed to an increasing interest in education by retirees of all ages, particularly the older old. The median age of those participating in the study was 71 years compared to 68.6 in 2004.

The characteristics of the respondents changed over an 8-year period. Like the 1998 survey, those who completed the questionnaire were predominately white females (only 1/4 of the respondents were male). Most lived in single-family dwellings in urban and suburban settings (23.8% lived in rural settings--an increase of 11.4% from 1998). Their educational attainment is high. A bachelor's degree or higher is held by 51.6% up from the 1998 survey by 5.6%. Most of the respondents are retired (77.9%) for an average of 5 years.

These preliminary findings give us a snapshot of the perceptions of retirees regarding education needs and volunteer interests.



For additional information on the intergenerational research projects, go the website [www.siu.edu/offices/iii](http://www.siu.edu/offices/iii) and click research.

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## II. MANAGEMENT OF VOLUNTEER PROGRAMS

### P-12 (PRESCHOOL THROUGH HIGH SCHOOL)

*"Nonprofit and government leaders need to stop obsessing about how best to motivate people to volunteer and instead focus on how they are managed."*

David Eisner, CEO, Corp. for Nat'l & Community Service

The key to a successful volunteer program rests on three factors according to an Urban Institute Report called *Volunteer Management Practices and Retention of Volunteers*. The three factors are recognizing volunteers, providing professional development for volunteers, and screening and matching them to appropriate tasks.

Are schools in Illinois achieving those three criteria? The Illinois Association of School Administrators and the Intergenerational Initiative conducted an Internet survey of school districts to ask those questions. The survey was divided into two sections. The first touched on the organization of volunteer programs in grade schools and high schools. The second section asked questions about the involvement of retirees. The survey was sent to all school districts outside Chicago, and 64 were returned.

Overall, most schools do very well recognizing and honoring their volunteers. They use many different methods. In the survey, superintendents reported that they honor volunteers in many ways: with a breakfast, luncheon or tea (26%); publish an article about them in the school newsletter (26%); give a certificate (17%); honor at a school board meeting (11%); it changes from year to year (11%); letters from students (9%); and list names prominently in the schools (8%).

#### Volunteer Programs and Coordinators

Not every school has a volunteer program, only 61% reported a volunteer program and of the 39% who didn't have one, 38% were interested in developing one and 62% were not. Most of the coordinators for the program were paid staff and a close 50/50 split comprised the part time and full time volunteer

coordinators. Most of the volunteer coordinators were located in the schools (53%) with 33% in the district office and 14% in other places. The three most important reasons for the volunteer program are to give students extra help, give teachers extra help, and tap the resources of the community.

When asked what are the two greatest challenges to managing volunteer programs, the superintendents responded: finding good volunteers (45%); time to organize or manage (34%); retention of volunteers (17%); liability (15%); reluctance of teachers (8%); and demands of volunteers (6%).

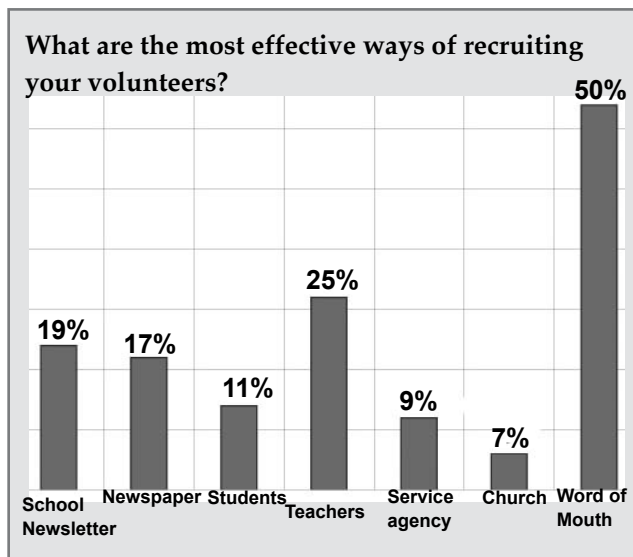
Even though Illinois' schools are doing well with the recognition of volunteers, one of ways they could be improved is by providing volunteers with more continuing development/discussion of their volunteer experiences. Volunteers say that the



opportunity to debrief, learn new things, and discuss their concerns adds quality to the experience. Likewise, only 36% of the schools gather information about volunteer impact. So when funding opportunities come along, there is no data to show the value of volunteer programs toward academic achievement.

A critical process in volunteer management is the recruitment, orientation, and placement of the volunteer. Recruitment is done most frequently through word of mouth (32%); through the teachers (16%); through the school newsletter (12%) and newspaper articles (11%). Once the volunteers are recruited, who is the contact person to confirm their assignment? The answer is the volunteer coordinator, the teacher, and others, including staff.

Most schools offer an orientation to the new volunteers. It is most often provided by the superintendent or administrator, teachers, volunteer coordinators and includes information about volunteer tasks, confidentiality, rules of the school, information about the school, information about the students and their characteristics, and expectations of the volunteers.



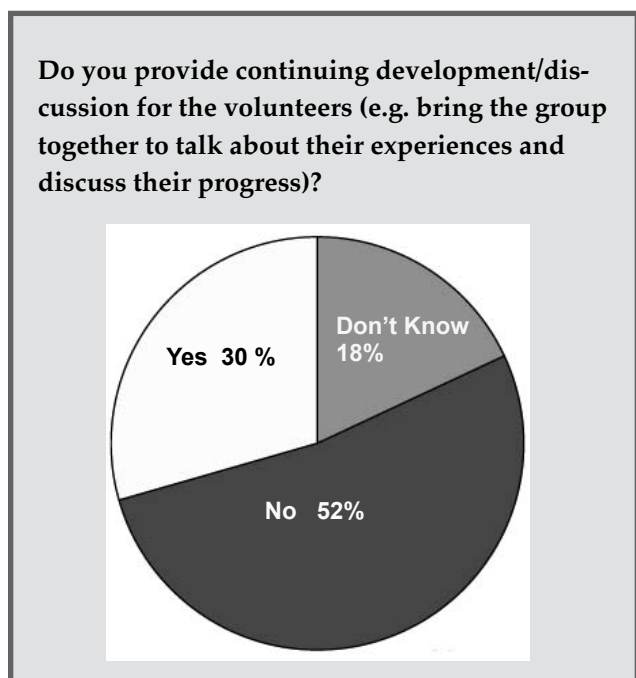
### Intergenerational Programs

The second section of the survey was about the involvement of older adults. The superintendents who responded strongly supported the involvement of older adults in their schools and 73% of the schools currently involve older adults.

The two main benefits for involving older adults are a wealth of knowledge and experience and bringing an understanding between generations. Other benefits are, another pair of hands for the teacher, improved academic performance for the students, contact with older people, and added diversity in their education. Likewise the benefits for the older adults are rewards of working with youth, feeling needed, and keeping them in touch.

Aging education is an important national topic for discussion, so we asked the question, Do you provide training to teachers about volunteers? The response was: no (59%), yes (32%), don't know (9%).

Last, the survey asked what are the problems with intergenerational programs? The key responses were staff to manage, no problems, time required, liability, one more thing to do, and teacher reluctance.

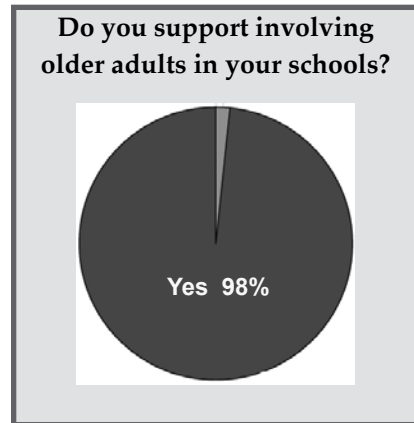




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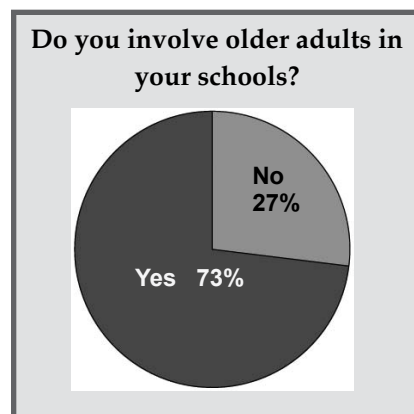
## III. THE JOYS OF RETIREMENT

### MANAGEMENT OF VOLUNTEER PROGRAMS



One of the most telling responses regarding older volunteers was the support for their involvement in the schools. The pie chart above shows that 98% of the respondents said yes, they support the involvement of older adults.

The pie chart below shows that 73% of those school districts are actually involving older adults. There is a willingness to involve older volunteers but either lack of time, leadership, or inertia could be the reason why that hasn't happened in 27% of the schools.



The Joys of Retirement, a study of retirees from higher education, will gather information about the activities in retirement, what is important to retirees, and their views on what higher education could do for them and what they could do for higher education.

The survey was sent to a random sample of retirees from higher education, including faculty, administration, civil service, and support staff. The information will provide a snapshot of retirement and the activities that fill the hours for retirees.

The data will also help us understand how to involve retirees on campus and give baseline information for a plan for the future. Economists, the business community, and education experts say that retirees are of critical importance to communities and to the economic health of Illinois.

One of the findings in the Education Needs and Volunteer Interests of Older Adults Study was the frequent comment, "I'm too busy." The comment was made regarding learning and volunteering. The Joys of Retirement Study asks questions to get a better understanding of how retirees spend their time. Why are they so busy?

The study is funded by the Illinois Board of Higher Education and is being conducted by the Intergenerational Initiative, which is housed at Southern Illinois University Carbondale.

The results of the survey will be on the website in early September [www.siu.edu/offices/iii](http://www.siu.edu/offices/iii) or you can contact 618-453-1186 for the results in print.

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## EVENTS AND PEOPLE

### Discussion of Best Practices for Aging is an Asset Clearinghouse

The Aging is an Asset clearinghouse is a work in progress. It is based on the talents and expertise of retirees and the resources needed to enhance their quality of life. Through the clearinghouse, a database of best practices will establish models related to serving older adults, such as housing, wellness programs, retirement and financial planning, lifelong learning, and myriad ways that reflect the value higher education has for retirees.

Based on an inventory of universities and community colleges regarding retirees, the clearinghouse will also contain information on intergenerational programs, research and best practices as well as projects, curriculum, and service-learning projects connecting students and retirees. Last, the clearinghouse

will provide retiree expertise, skills, and talents.

On March 15, intergenerational leaders gathered to share best practices and their experiences. Sharing best practices and stories is one of the great pleasures of intergenerational programs. Christine Bertrand described her program, which was founded in France, and encourages support for older adults; Mary Ellen Guest said that WITS (Working in the Schools) is an intergenerational program which has recently developed a partnership with the Experience Corps; Cesar Rodriguez told about his Chavez Learn and Serve program sponsored by the Lt. Gov. Office; Pat Bearden described her experiences gathering family stories and how all generations benefit, even when they may be dubious at first. Donna Butts

described the many activities of Generations United in programming, publications, and policy development. John Hosteny told about the projects and programs of the Corporation for National Service, Ted Gibbs, Office of the Lt. Gov., about the importance of service learning programs and instilling an ethic of service in the younger generation. Tom Laue shared an intergenerational story from his family history; and Carl Mainhast told about the work of Laboure House, an intergenerational housing concept. Not pictured: Martha Jantho shared a story about her family history, and Sharon Hysan told about the importance of art in developing intergenerational programs. Jane Angelis provided information about the Generations Connect forums.

Visit: [www.siu.edu/offices/iii](http://www.siu.edu/offices/iii)



L to R: Christine Bertrand, Little Brothers Friends of the Elderly; Mary Ellen Guest, WITS (Working in the Schools); Cesar Rodriguez, Chavez Learn and Serve program, Office of Lt. Gov. Office; Pat Bearden, American Family History Institute; Donna Butts, Generations United; Ted Gibbs, Office of the Lt. Governor; John Hosteny, Corporation for National Service; Tom Laue, LifeTimes; and Carl Mainhast, Laboure House. Not pictured: Martha Jantho, Chicago Public Schools; Sharon Hysan, Art and Intergenerational Programs, and Jane Angelis, Intergenerational Initiative

# Lifelong Learning Group Announces Awards

Preston Morgan

## Annual Lifelong Communications, Instructor and Volunteer Awards

The Lifelong Learning Coalition held its semiannual meeting on February 27 at the Illinois Board of Higher Education with a telephone connection to the College of DuPage for a northern Illinois group. The Lifelong Learning Coalition promotes collaborative activities among community colleges, colleges, and universities by sharing information about programming and activities for older adults.

IBHE Executive Director Judy Erwin and ICCB President/CEO Geoffrey Obrzut provided comments and initiated discussion regarding the importance of life long learning opportunities at Illinois colleges and universities.

Long time Lifelong Learning Coalition member and ICCET member Sherry Sparks, John Wood Community College, was honored for her service to the Lifelong Learning Coalition. Sherry is leaving John Wood Community College to pursue another employment opportunity. Both the Lifelong Learning Coalition and ICCET will miss Sherry's enthusiasm, innovative ideas, and friendly attitude.

The Lifelong Learning Coalition presented several awards during the meeting.

### Brochure Award

1. John Wood Community College-Shattering the Myths About Aging Brochure
2. John Wood Community College-Illinois Arts Week Brochure

### Catalog or Newsprint Promotional Piece

1. John Wood Community College-Classes and Events Non Credit Flyer
2. Rend Lake Community College-Community Ed Catalog

### Challenge/Innovation Award

1. Illinois State University-Marketing the Senior Professional Program
2. John Wood Community College-Community Technology Center/Lab
3. Rend Lake Community College-Accessing the District
4. Waubensee Community College-The Lifelong Learning Institute Database

### Intergenerational Award

1. Illinois State University-Sr. Professionals Honors Mentoring Program
2. John Wood Community College-Children's College and Older Adult Volunteers

### Single Most Successful Event or Class

1. Lifelong Learning Conference: A Day of Learning for Older Adults. John A. Logan College
2. Lifelong Learning Conference: Life on the Mississippi River. John Wood Community College
3. The Spa Experience-Carl Sandburg, College

### Volunteer Award

1. Rebecca O' Neill, John A. Logan College
2. Joann Fischer, Rock Valley College
2. John Gebhardt, John Wood Community College
3. Mary Strawn, Carl Sandburg College

### Instructor Award

1. Dr. Sue Tomlin, Rend Lake Community College
2. John Gebhardt, John Wood Community College
3. Art Corra, Illinois State University

*Preston Morgan is the senior director for Workforce Development at the Illinois Community College Board.*

**Congratulations to the award winners.**

## REMEMBERING



L to R: Chris Merrifield; Jerry Montagne, Gilson Bown Elementary School; C.J. Sizemore, Mental Health and Developmental Disabilities; Pat Brady, Board of Governors, and standing, Jan Costello, IL Department on Aging

### Remembering Christine Merrifield

**F**riends, colleagues, and loved ones paid tribute to Chris Merrifield in January. She was a pioneer intergenerational program developer who represented the Illinois Community College Board in developing the Intergenerational Initiative. Merrifield joined the other key founders, in creating a statewide base for intergenerational efforts.

Chris was a key leader of P-16 efforts during the first statewide invitational meeting held at Allerton Park in September, 1986. She facilitated discussions between higher education, P-12 organizations, and aging organizations. Chris was dedicated to the idea of intergenerational programs in her early years and became a dedicated grandmother in her later years. Her children and grandchildren will ably continue her legacy.



### Remembering Frank Sorensen

**T**he photo above was taken during a Generations Connect meeting held at Western Illinois University in 1995. Frank Sorensen was always eager to discuss ideas with students and he listened to them. Frank was an enthusiastic supporter of intergenerational programs as a professor at Western Illinois University and in recent years as he advocated with local school officials and the Annuitants Association to help recruit retirees for schools and campuses. He was a member of the Joys of Retirement advisory group.

Sorensen was also known for his sense of humor and his leadership at the Illinois Department on Aging. For many years, he planned and implemented the best state-wide gatherings that fostered collaboration and improved services for older people in Illinois. Frank Sorensen's relationship with older and younger generations is an extraordinary model for all Illinoisans.

## COMING EVENTS

### International Intergenerational Conferences

#### Connecting Intergenerational Communities Through Creative Exchange

June 16-19, 2006  
Victoria University,  
Melbourne, Australia

The International Consortium for Intergenerational Programs aims to bring together practitioners, policy makers and academics from around the world to share their experiences, learn from one another, and discuss the future development of intergenerational programs, research and policies.  
<http://conferences.vu.edu.au/icip>

#### Uniting the Generations: Japan Conference to Promote Intergenerational Programs and Practices

August 2-4, 2006  
Tokyo, Japan

Sponsored by the Japan Intergenerational Unity Association, Pennsylvania State University, and Shinshu University. Contact Matt Kaplan at Penn State University: [msk15@psu.edu](mailto:msk15@psu.edu)

**June 15-16, 2005**

Springfield, Illinois

### Focus on Illinois Education Research Symposium

Illinois Education Research Council

Researchers, practitioners, and policy makers come together to share and learn about research to improve Illinois education from PreK through Higher Education (P-16).

Topics: Educator Quality School Improvement  
School Working Conditions  
Student Transition Points  
Student Achievement and Assessment  
State Demographics for Education and Employment

Contact: <http://ierc.siu.edu>

## Update on the Higher Education Disabilities Advisory Committee

*Megan Miller*

"We measure what we value," observed Brad Hedrick, the director of Disability Resources and Educational Services at University of Illinois at Urbana-Champaign.

Hedrick and the IBHE Disability Advisory Committee are developing questions that begin to measure some important disability issues in higher education. Some of the questions the Disability Advisory Committee wants to answer

are: What percentage of students with disabilities obtain employment within a year of graduation, and how does that compare to students without disabilities? Do graduates with disabilities experience advancement in employment and salary growth at a rate comparable to graduates without disabilities? Such questions are imperative when considering the increase in the enrollment of students with disabilities. During the past decade

most colleges in Illinois have seen an increase between 25 and 200%."

The IBHE Disability Advisory Committee anticipates having all the data collected by February 2007. In addition, "The project coordinators also indicated that there will need to be discussion about a long-term data collection process that will ensure their work continues."

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## *Spirit of the Generations Award*

**Presented Annually by  
Continuance Magazine**



*The Spirit of the Generations Award is based on the earliest traditions of our democracy when all generations worked and learned together to build a strong country. The award is given to retirees who exemplify a commitment to multi-generational and multicultural learning and set an example of leadership for lifelong service and civic engagement.*

**I**n his role as Chairman of HURRAH (Happy Upbeat Retirees Actively Helping), Russ Marineau leads, inspires and empowers older citizens in the community to become involved as tutors and mentors. He has made a strong commitment to Naperville School District 203 students.

Russ says he does this because he wants to give back to an educational system that has given much to him, including the education of his children and grandchildren. While he is a retired executive from IBM, education and teaching are a vital part of his family culture.

Russ Marineau's leadership has brought continuity to HURRAH which was founded nearly twenty years ago. As a HURRAH volunteer, Russ spends many hours mentoring elementary students, who always look forward to time spent with their reading buddy. Russ and the HURRAH volunteers are an integral part of the curriculum and many have continued relationships because grandparents live far away or have passed away.

Russ demonstrates the prowess of a good leader. He sounds the trumpet of involvement and then delegates tasks to expand the ownership to others. The result



Russ Marineau, Chair of HURRAH

has been many new and creative approaches to the curriculum and sharing of expertise with budding leaders in the school.

In addition to his outstanding leadership with HURRAH, Russ has served on many District 203 committees. He served a vital role as a leader of the community's retirees in the passage of an educational tax referendum in 2002.

Russ Marineau has advocated for intergenerational programs and the involvement of retirees with the Illinois State Board of Education and the Illinois Board of Higher Education. He is the model for the richness of retirement which means giving up some freedom, but in his words, "Gaining so much more."



# The Last Word

## The Campaign for the Civic Mission of Schools

Research shows that too many young people finish school poorly prepared to carry out their civic responsibilities. They are less likely to see the value in voting, serving on a jury, or even reading a newspaper.

The implications are serious for our next generation of young leaders and the future of democracy. As John Dewey observed, "Democracy must be born anew in each generation, and education is its midwife."

It is time to restore civic education to its core place in the classroom and to recognize the many ways students learn about their rights and responsibilities beyond traditional classroom teaching.

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*The strength of our representative democracy tomorrow depends on preparing students to be informed and effective citizens today.*

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Schools are working hard to improve student achievement in reading and math, and that's important. But as this focus demands more attention, educators have little time for civic learning -- the founding mission of public schools. We must find a way to do both.

What exactly is effective civic learning? Civic learning prepares students to understand the fundamental ideas, principles and values of American

democracy. It grounds students in the basics, such as how a bill becomes law or the three branches of government, and then shows students how these important concepts apply to their lives.

For example, how do people work together to solve real problems? How do the different branches of government work together to pass laws, and what impact do those laws have on different segments of our community? What are the trade-offs between our precious liberties and our demand for security? In dealing with these questions, students are not merely consumers of civic learning -- they also help to shape it.

The Campaign for the Civic Mission of Schools was created to improve and expand civic learning in our schools says David Skaggs, a former legislator from Colorado and executive director of the Campaign.

The Campaign has attracted prominent national leaders, including former U.S. Supreme Court Justice Sandra Day O'Connor who says, "The future of our democracy depends on a better-informed and more-engaged citizenry. For self-government to work, citizens must understand how our government and political system work."

The goal of the Campaign for the next five years is to have a policy in place to

### The Six Challenges to Civic Learning

- Making students' civic learning a priority in school reform
- Integrating civic learning into the curriculum
- Implementing sound civic education standards
- Developing better assessment methods to evaluate students' civic learning and making schools accountable for civic education
- Improving teachers' and administrators' training for civic education
- Increasing collaboration between schools and communities

direct resources for civic learning, and for the federal government and other pertinent places to recognize the centrality of civic education to the health of our democracy. The strength of our representative democracy tomorrow depends on preparing students to be informed and effective citizens today.

*This article was published in the Denver Post by David Skaggs, the executive director of the Campaign for the Civic Mission of Schools and Jill Conrad, the director of the Colorado Campaign for the Civic Mission of Schools and a member of the Denver School Board.*

For more information, visit [www.civicmissionofschools.org](http://www.civicmissionofschools.org).

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